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ABSTRACT

This participant's manual is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. It is intended to facilitate note taking and retention of information and to increase active responding of trainees. Introductory materials include a pretest and a summary of the interpersonal skills model of helping. Materials are arranged into three sections. Within each section are information and response forms needed in the training, space for notes, and learning accelerators, occasional suggestions about ways to increase the rate of learning. The first section on attending to needs covers body language, listening to the helpee, identifying and responding to feelings, rating helper responses, empathetic responding with expressiveness and intensity, and summary feeling statements. Topics in section 2 on personalizing include use of the facilitation scale to rate helper responses and the schedule of experiencing scales to rate helpee responses, immediacy of experiencing, concreteness and specificity, and empathetic responding with variety. The third section on initiating deals with immediacy of relationships, confronting the helpee's discrepancies, and personalizing. A posttest is provided. (YLB)

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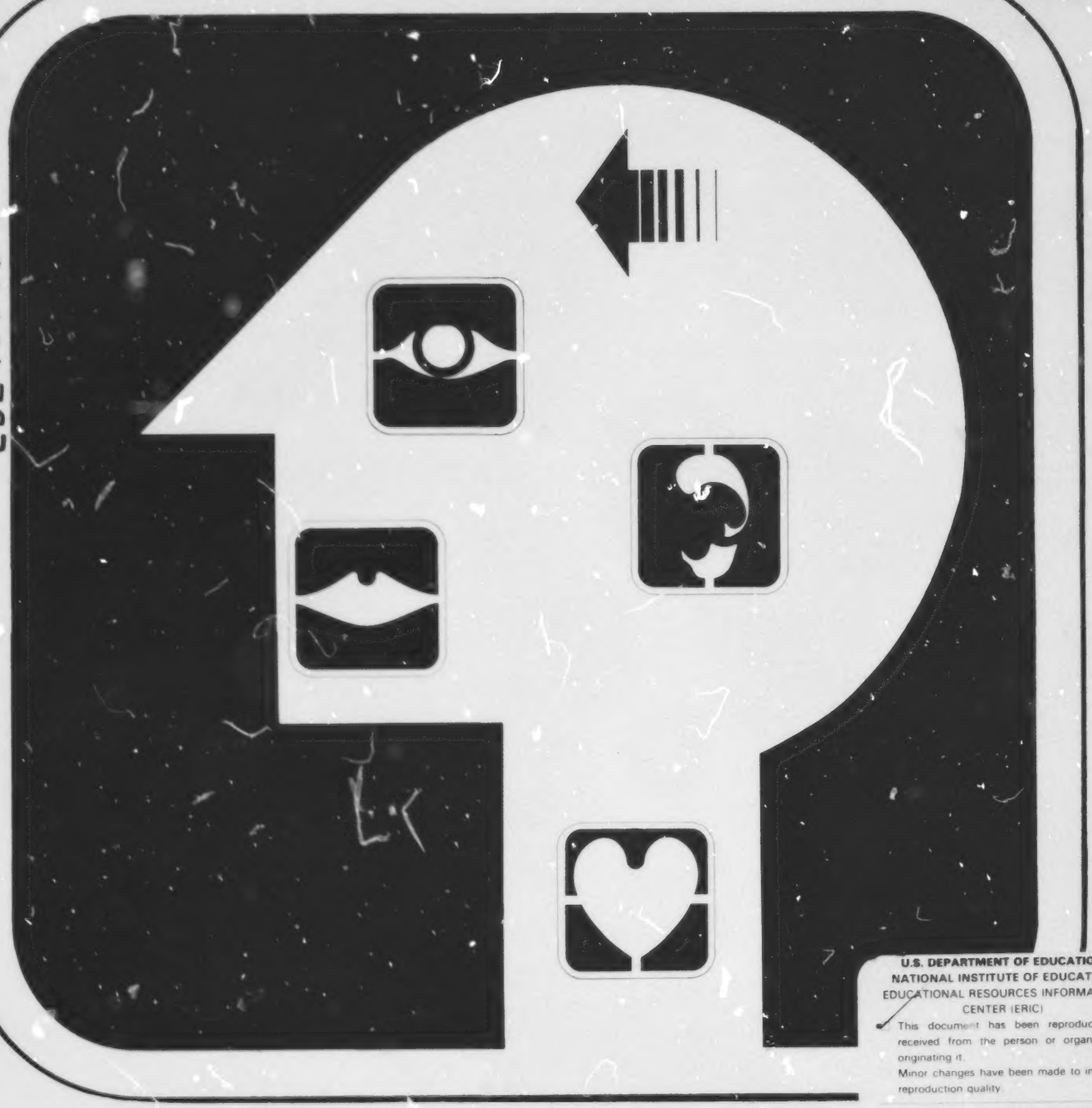

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Interpersonal Skills Training

A Participant's Manual

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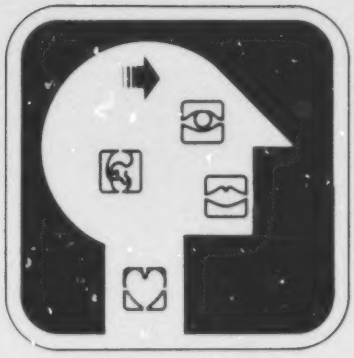

Interpersonal Skills Training

Basic Helping Skills For Rehabilitation Workers

A Participant's Manual

By

Robert L. Akridge
Bob L. Means
Tim Milligan
Roy C. Farley

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May 1978

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Introduction

This Participant's Manual was developed to meet the following objectives:

1. To provide a comprehensive record of the training group experience for you to take with you.

2. To help you organize the detailed information you're getting and to make note taking easier.

3. To provide you with the information and response forms you will need in training.

4. To make occasional suggestions to you about ways you can increase your rate of learning-based upon our experiences in working with other helpers. These suggestions will be labeled, "Learning Accelerators".

Learning Accelerator

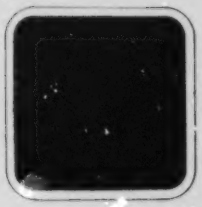
Even if you already possess some or all of the skills presented in this program, there are still advantages to you moving systematically through the training:

1. you can use the experience to check out your skills systematically;

2. you will be learning not just isolated skills, but a methodology, which is both a method of training and a method of treatment; and

3. you can use the practice sessions to examine some of the problematic themes in your own life-especially that which might interefere with your being an effective helper.

Some Of My Strengths And Positive Qualities



Write the adjectives that were used to describe you. Arrange them according to what you consider the most central to the least central.

Learning Accelerator

If you have trouble accepting "good" things about yourself-read the list again and swallow hard after each stroke.

Notes:

IPS-Pre-Test

Date _____

Name _____

1. Have you had interpersonal skills training before? _____

2. If yes, how many hours?___ How long ago? _____

3. If yes, who was your trainer? _____

4. If yes, what organization did the trainer work for? _____

Stimulus Statement #1

Stimulus Statement #2

Stimulus Statement #3

Stimulus Statement #4

Stimulus Statement #5

A Model For Helping

WHAT THE HELPER DOES TO FACILITATE SELF-EXPLORATION

EMPATHY	EMPATHY	EMPATHY	EMPATHY	EMPATHY	EMPATHY	EMPATHY
	RESPECT	RESPECT	RESPECT	RESPECT	RESPECT	RESPECT
		GENUINENESS	GENUINENESS	GENUINENESS	GENUINENESS	GENUINENESS
			SELF-DISCLOSURE	SELF-DISCLOSURE	SELF-DISCLOSURE	SELF-DISCLOSURE
				IMMEDIACY	IMMEDIACY	IMMEDIACY
					CONCRETENESS AND SPECIFICNESS	CONCRETENESS AND SPECIFICNESS
						CONFRONTATION
						EMPATHY

HOW SELF-EXPLORATION FACILITATES HELPEE GROWTH

EXPLORATION	EXPLORATION	EXPLORATION	EXPLORATION	
	UNDERSTANDING	UNDERSTANDING	UNDERSTANDING	
		ACTION	ACTION	
			EVALUATION	
				EXPLORATION

Introduction To IPS Training

Summary of the IPS Model of Helping

Effective attending which communicates intense and accurate empathy has the effect of engaging the client in self-exploration and of reinforcing the client to increase the rate and intensity of self-exploration.

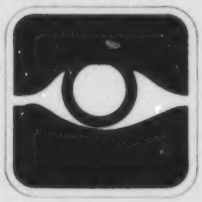
When you wish to be helpful. . . .

1. Take the initiative and **engage** the helpee in self-exploration.
2. **Attend** the helpee (what information he/she processes and how he/she processes it), and to your own experiencing.
3. **Respond** to the helpee in a way which expresses the core facilitative conditions.
4. **Personalize** the helpee's self-exploration.
5. **Initiate** helpee change.
6. **Evaluate** helpee change.

Learning Accelerator

In the same sense that you help your clients decide what are the essential skills needed to live his or her life effectively, to assess their level of skills, to personally own the deficits as problems, and to personally commit themselves to the goal of acquiring the essential skills - Your Trainer, in this same spirit of helping, will be encouraging you to attend to the question of what are the essential skills of helping, to assess your present level of functioning on each of these skills, to own skill deficits as problems, and to work for further growth.

ATTENDING



Attending

1. Put aside what you were doing and give the person your full attention.

2. Maintain a friendly, relaxed manner.

3. Stay as close as you can without making the person too anxious.

4. Keep your body trunk and major appendages oriented toward the person- maintaining a slight forward lean most of the time. Avoid assuming a rigid, frozen posture.

5. Maintain eye contact, but avoid staring.

6. Give the person ample opportunity to respond to you first by communicating a readiness to listen.

7. Develop expressive gestures which encourage the helpee to continue communicating such as: smiling, nodding, and hand movements.

8. If the person doesn't begin to-or continue to communicate verbally, then you respond to him or her.

   a. Try to avoid introducing extraneous material such as small talk, questions, etc.

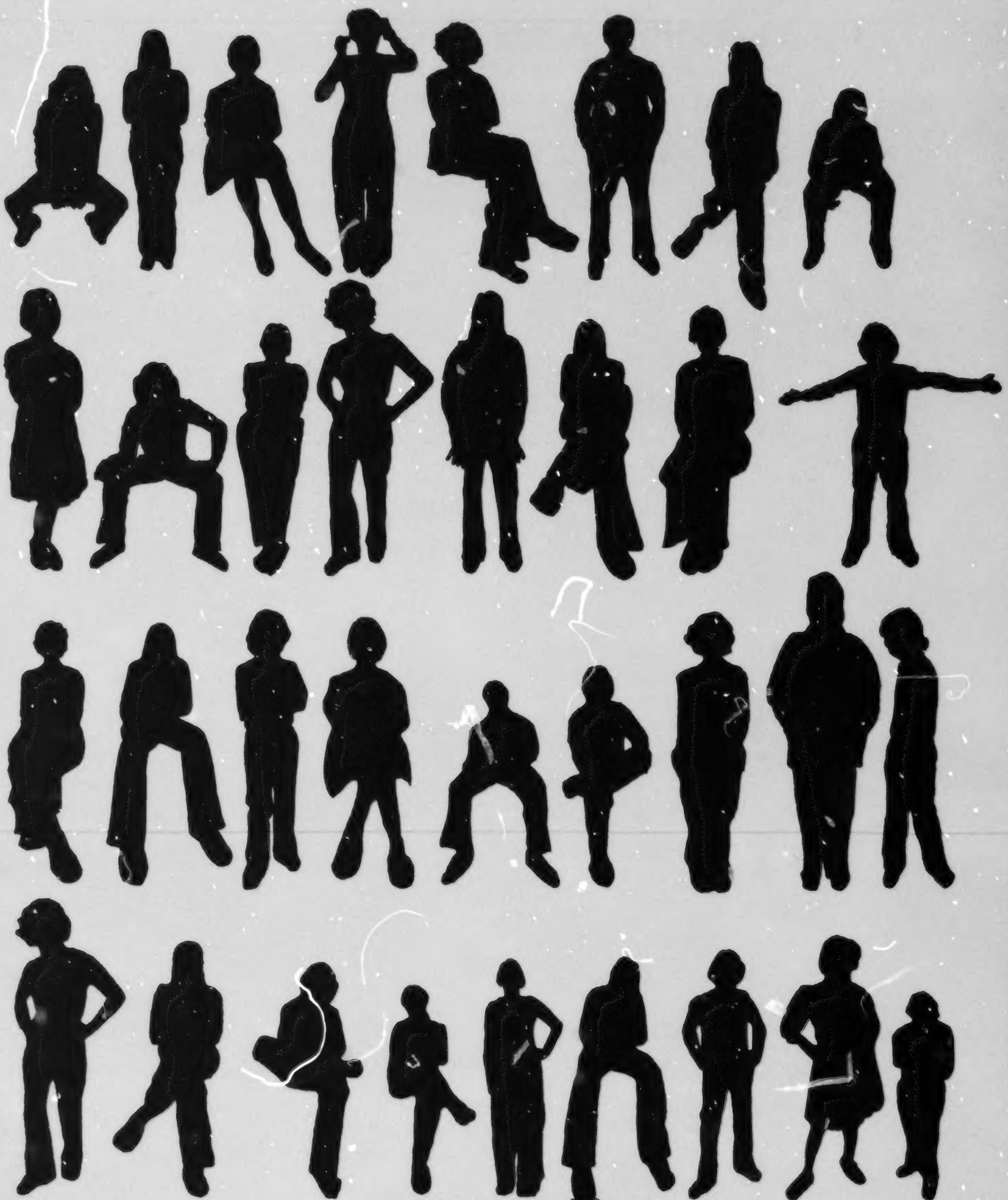
   b. Really look at the person and try to imagine what is happening and put this into words.

      Example: I see you're on the edge of your chair and shuffling your feet, and I imagine you're feeling nervous and wondering how to get away from here.

Notes:

Learning Accelerator

If you feel embarrassed, ashamed, or anxious when attending a person very intensely-you can extinguish these conditioned responses by continuing to do the activity even though you feel uncomfortable at first.



Body Language

1. People communicate both verbally and non-verbally

   a. From 60 to 80 percent of all interpersonal communication is non-verbal.
   b. In helping it is important to pay as much attention to what the person is doing as to what he is saying.

2. Reading body language is a matter of empathic looking.

   a. The cues make sense only within the person's frame of reference.
   b. Everything a person does has meaning, but most of these meanings are peculiar to the individual.

      1. Such meanings are understandable only in relation to the person's other meanings (construct system).

3. There are some fairly common signals which mean about the same for everyone in a given culture.

   a. People frequently rub their necks when relating or remembering an unusually trying experience.
   b. People frequently shake their heads sideways when affirming something they don't really feel.
   c. A sigh usually indicates relief from tension after a decision has been made.
   d. A person's arms folded firmly and high across the chest is a gesture of refusal -

      1. especially if accompanied by frowning, leaning forward, or tightly pressed lips.

4. Body language cues which are most significant for helping are signals which follow a repetive pattern which is unique to the individual.

   a. Such cues may add to or contradict what the person is saying verbally.

      Example: A group member who kicked his right foot every time he said something the trainer didn't believe.

Learning Accelerator

As you learn to identify certain of your movements that are associated with blocking experience, you begin to notice what situations the blocking occurs in and begin to make more adaptive responses.

Body Language, Continued

The use of body language is especially helpful in the following situations:

1. Initial contact when the helpee is having difficulty getting started with verbal self-exploration.

   Example: "The way you're clenching your fist and clamping your jaw, I imagine you're really angry about something!"

2. To help the person get started with self-exploration after long, unproductive pauses.

   Example: "I pick up that you're feeling very bored with what's been going on between us the past 10 minutes and yet you seem reluctant to explore any areas of real concern to you."

3. Indicates discrepancies between what the helpee is actually experiencing and, his or her verbalization.

   Example: "You've made several references to how well you get along with your boss, and yet every time you mention this, you clench your fist, tighten your jaw and blink your eyes as though one part of you really wants to smash his face in."

4. When a helpee interrupts an emerging emotional feelings, there is usually an identifiable physical manifestation of this interruption. Some persons cough or clear their throat, some put their hand over their mouth or touch their head in some unique way. It is necessary to attend the helpee carefully in order to pick up each person's individual pattern.

Listening To The Helpee

Notes

How To Listen

The Art of Shutting Down

Don't look the person in the eye

Move away from the person

Lean back and turn away from the person

Make judgements about the person and what he is saying

Jump in and say whatever you think

Don't listen with anything in mind

Don't think much about what you are hearing

Don't notice what the person is doing

Think about what you're going to do after work

The Art of Opening Up

Face the person

Move toward the person

Lean toward the person

Maintain eye contact

Initially suspend your judgement

Practice waiting before you respond

Have a reason for listening

Reflect on the content of what you are hearing

Relate what you see the person doing to what you hear the person saying.

Identifying Feelings

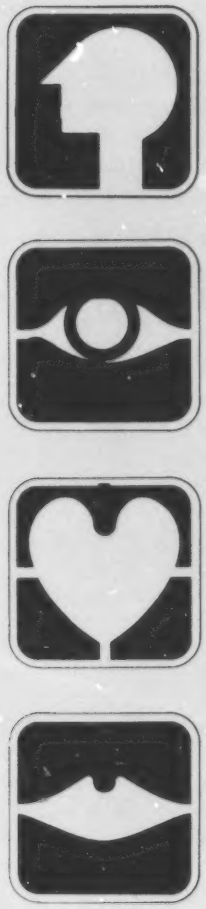
Feeling Word List

	Elation	Depression	Anger	Fear
PERCEPTIBLE	relieved	flat	peeved	shy
	refreshed	bored	bugged	startled
	glad	discontented	annoyed	uneasy
	pleased	resigned	ruffled	tense
	amused	apathetic	nettled	anxious
	playful	numb	harrassed	nervous
	cheerful	blah	irritated	worried
	optimistic	melancholy	put-on	concerned
	giddy	blue	abused	timid
	gay	rotten	resentful	apprehensive
	festive	gloomy	spiteful	up-tight
	calm	ignored	mean	
	composed	distressed	irked	
	comfortable	low		
	cool	sad		
	secure	unhappy		
	relaxed	drained		
	confident			
MODERATE	delighted	disappointed	disgusted	alarmed
	jovial	shot-down	ticked-off	jittery
	merry	slighted	mad	scared
	bubbly	bewildered	angry	afraid
	tickled	disheartened	smoldering	frightened
	glowing	hurt	riled	fearful
	festive	abused	peeved	threatened
	frisky	lost	hot	trembly
	spry	regretful	contemptuous	shaken
	happy	ashamed	animosity	
	proud	burdened	enmity	
	joyous	down		
	excited	forlorn		
	high	hopeless		
	turned-on	lifeless		
	great	dead		
INTENSE	alive	miserable	fed-up	cowed
	blissful	downcast	fuming	dread
	sparkling	crushed	burned-up	panicky
	overjoyed	helpless	furious	terrified
	vivacious	humiliated	incensed	terror-stricken
	radiant	depressed	infuriated	horrified
	wonderful	withdrawn	destructive	petrified
	enthralled	worthless	hatred	
	exhilarated	abandoned	explosive	

IPS Response Form 1: Empathy Training

	YOUR AFFECTIVE LABEL	BEST AFFECTIVE LABEL	WHAT CAUSED THE AFFECTIVE RESPONSE (STIMULUS)
R-1			
R-2			
R-3			
R-4			
R-5			
R-6			
R-7			
R-8			
R-9			
R-10			
R-11			
R-12			
R-13			
R-14			
R-15			
R-16			
R-17			
R-18			
R-19			
R-20			

Responding To A Persons' Feelings



1st

Attend to the person

2nd

Pay attention to what is going on in you

3rd

Have a constructive plan for helping

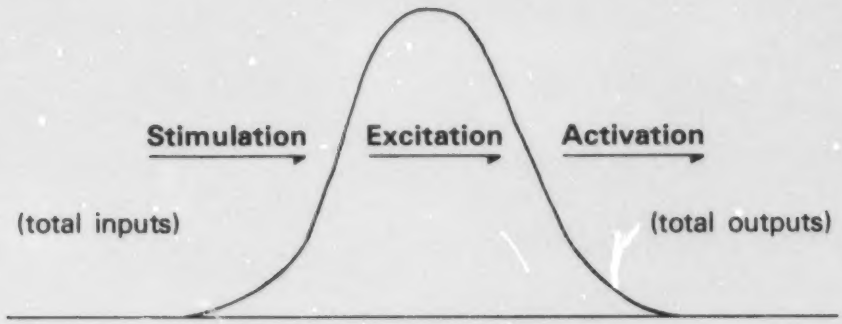
4th

Send a message which has sufficient impact to keep the helpee engaged

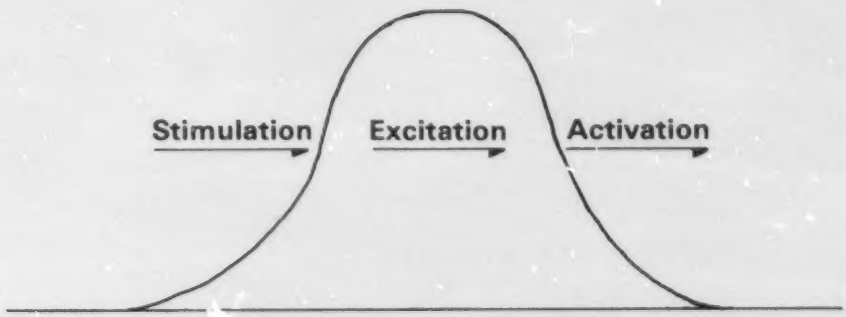
Notes:

Levels Of Stimulation/Activation

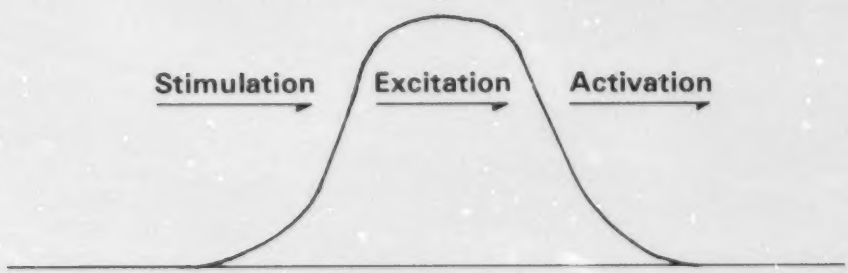
Tom



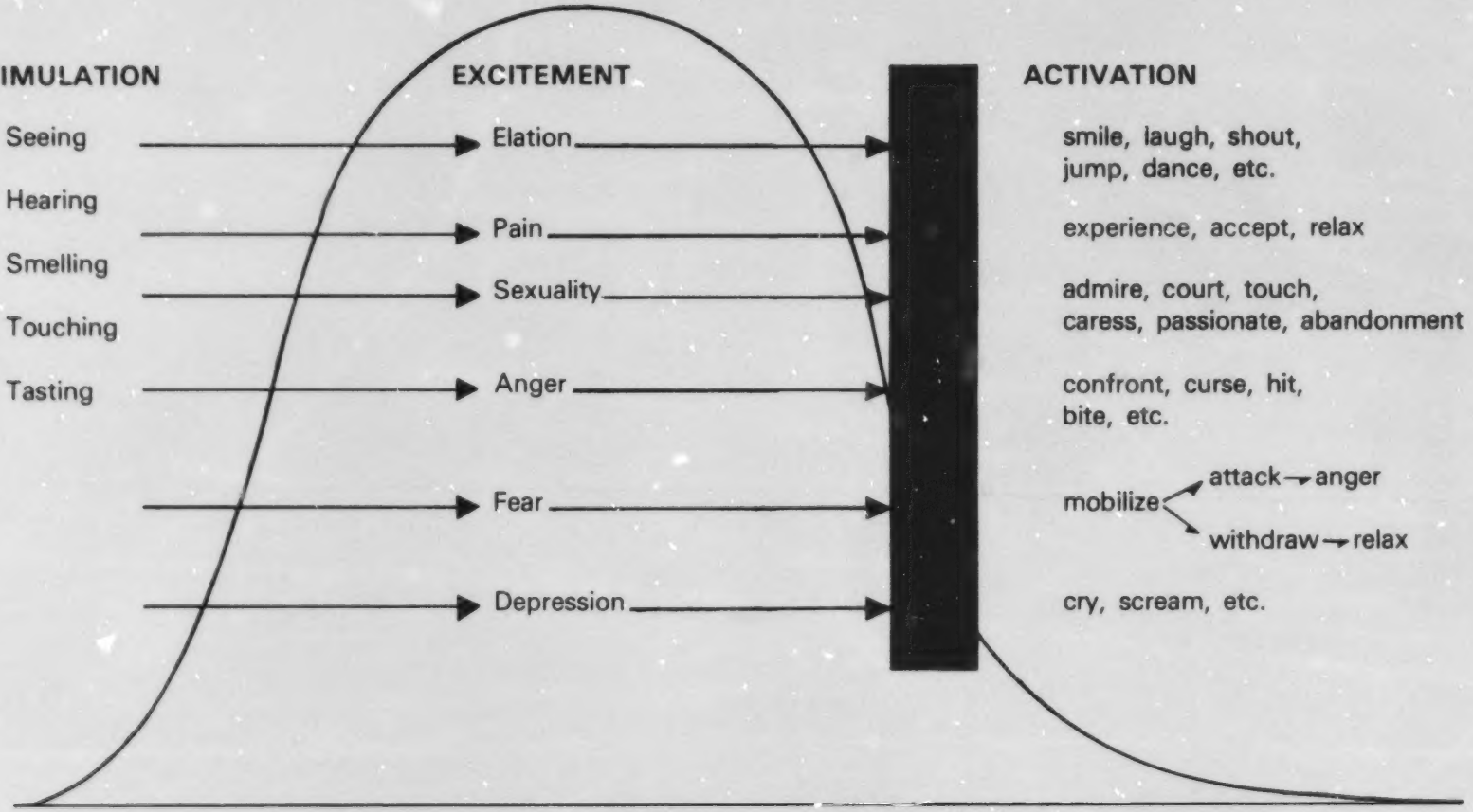
Dick



Harry



The Experiencing Process



Activity 1

_____

_____

(statement expressing the above feeling)

_____

_____

Responder	Feeling Word	Responder	Feeling Word
1st You feel	_____	7th You feel	_____
2nd You feel	_____	8th You feel	_____
3rd You feel	_____	9th You feel	_____
4th You feel	_____	10th You feel	_____
5th You feel	_____	11th You feel	_____
6th You feel	_____	12th You feel	_____

Activity 2

Responder	Feeling Word	Responder	Feeling Word
1st You feel	_____	7th You feel	_____
2nd You feel	_____	8th You feel	_____
3rd You feel	_____	9th You feel	_____
4th You feel	_____	10th You feel	_____
5th You feel	_____	11th You feel	_____
6th You feel	_____	12th You feel	_____

Responding To A Persons' Feeling And Meaning

TYPICAL OF INTERCHANGEABLE RESPONSES

YOU FEEL _____ BECAUSE [*typically a behavior of someone*]

a. Elation
b. Anger
c. Fear
d. Depresssion

a. someone is giving you something you want.
b. Someone is *not* giving you what you want.
c. Someone is giving you what you *don't* want.
d. You're avoiding something you want from someone.

TYPICAL OF ADDITIVE RESPONSES

YOU FEEL _____ BECAUSE YOU THINK [*an illogical assumption*]

a. Elation
b. Anger
c. Fear
d. Depression

a. You have to be loved by everyone.
b. You have to be perfect
c. You have to have someone strong to lean on.
d. You have to always be strong.
e. Other.

Notes:

Activity 2

Responder **Feeling Word**

1 You feel_____ because_____

2 You feel_____ because_____

3 You feel_____ because_____

4 You feel_____ because_____

5 You feel_____ because_____

6 You feel_____ because_____

7 You feel_____ because_____

8 You feel_____ because_____

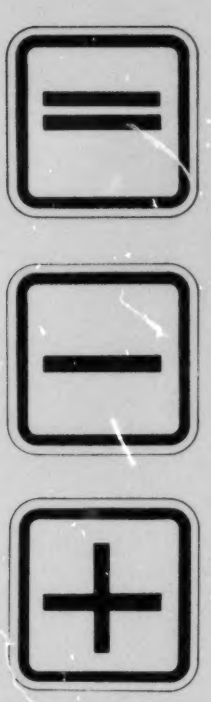
9 You feel_____ because_____

#10 You feel_____ because_____

#11 You feel_____ because_____

#12 You feel_____ because_____

Rating Helper Responses



Three levels of helper responses are defined as follows:

a. **INTERCHANGEABLE RESPONSE =**

If the helper identifies the obvious feeling and meaning of what the person communicates and relays this understanding back to the person with as much intensity and specificness as the person communicated. Then we say that the response is interchangeable. Another way of putting it is to say that if the person could have said the same thing, the response is interchangeable. The equal mark (=) is used to denote an interchangeable response.

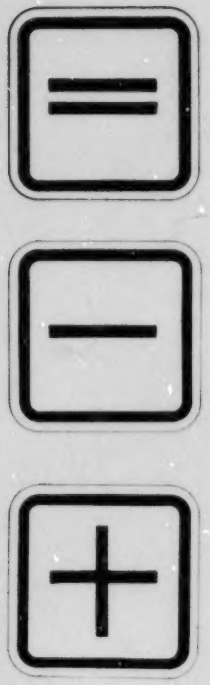
b. **SUBTRACTIVE RESPONSE –**

If the response takes away from what the person communicated, or if the feeling is off or less intense; if the meaning is inaccurate or if either the feeling or meaning is missing, or past tense, then it is a subtractive response and the minus mark (-) is used to record it.

c. **ADDITIVE RESPONSE +**

if the response goes to deeper levels of feeling, if it leads to clarification, or action, if there is accurate feeling in the "feeling" and in the "because", then we say the response is additive and mark it with a plus (+). A summary of this might be that if the response gives back more to the person, then it is additive.

Notes:



Three-Level Rating Exercise

Use the following code for rating: (=) Interchangeable, (-) Subtractive, (+) Additive

1. It was one of the best things that ever happened to me--winning that race. I ran as hard as I could and thought that my lungs would burst and when I crossed the finish line and was first, I couldn't believe it. Everybody was so excited that they took me up on their shoulders and carried me around the field. It was great.

   (a) That must have been a wonderful experience.
   (b) Even now when you talk about it, your eyes light up and your face looks soft and pleasant.
   (c) You cherish that memory because it is so good to be number one and because it is so good to be number one and because having others accept you and look up to you is so rewarding.

2. When I was in Atlanta, I tried to get in touch with this old friend several times. I called, but just never could make connections. I left word for him to call me, but we just couldn't seem to get together.

   (a) You feel disappointed because you weren't able to get together.
   (b) He was probably busy too. I'm sure he would have made it if he could.
   (c) You feel frustrated because it's disappointing not having your plans work out.

3. We were such good friends before--I'm more than frustrated and disappointed--I never thought he would ignore me.

   (a) You feel hurt because it seems to you like he put you down--like he could've made it if he had really wanted to.
   (b) You feel angry because you counted on him and he let you down.
   (c) Even now it hurts you to think about it--you wonder if you might have done something wrong.

4. Up until now I hadn't really thought about it in any light except that I was put-out--that he should've been the one to work it out . . . .but when I think back over the time since I last saw him--I have to say that I haven't done much to keep the friendship alive--and I could've--I've been in Georgia a lot of times since then and this is the first time I really tried to see him.

   (a) As you see it--at least part of the blame is yours and although

it's threatening to think about it in that light--you feel better about yourself.

(b) It's something of a relief to take part of the responsibility.

(c) Admitting that you might be at fault too will make it a lot easier to try to see him the next time that you are there.

(d) I can see how you might still think that's a pretty sorry way to treat an old friend. I doubt that I would try again if I were you.

5. I want to maintain the friendship--it means a lot to me.

(a) It seems to me that you're saying you feel a little foolish about your initial reaction and since you too have neglected to keep you end-- you'll probably try to see him when you can.

(b) What I hear you saying is that initially you were angry and hurt when he let you down--but now you realize that you are at fault too--so you will try to relate to him again in the future without letting this incident color your attitude toward him.

(c) It's hard to admit you're wrong, yet you appear to be saying that you were.

Empathetic Responding With Expressiveness And Intensity

Notes:

1. Stay within the helpee's language system
2. Use as vivid, concrete, and earthy language as is acceptable to the helpee.
3. Integrate the non-verbal cues you pick up into your response.
4. Remember that a major part of your plan for helping is to lead the helpee to explore himself as deeply as possible and with as much intensity as possible.
5. Use modifiers which increase intensity (really, very); avoid modifiers which decrease intensity (kind of, sort of).
6. Avoid inflecting your voice at the end of a statement which makes the statement a question.

Summary Feeling Statements

Notes:

1. A summary feeling statement ties together the feeling and meaning which the person has been communicating.

2. A summary feeling statement provides feedback about where the person has been and some clarification as to where the person might be trying to go.

3. A summary feeling statement frequently results in the helpee exploring the experience at a deeper level or considering a related aspect of the experience.

4. Summary feeling statements help to keep the helpee oriented to exploring his experience systematically.

5. Summary feeling statements tend to keep the helping process forward moving.

6. Summary feeling statements frequently encompass two opposing feelings which have been expressed - thus helping the person accept parts of himself which may have been denied (personalizing).

   a. People tend to construe their experience along opposite dimensions such as love/hate, weak/strong, resentment/appreciation, etc.

   b. Many people tend to identify at any one time, with one side of their feelings and reject or distort experience relating to the other side.

      (1) "You feel humiliated because you failed the entrance examination and at the same time you feel proud that you had the guts to try it."

      (2) "You deeply resent your wife for not showing more interest in your work and at the same time you feel this desperate desire to be close with her."

Note: It is important to use conjunctions which tie the experiences together such as "and" rather than those which set the experiences apart such as "but".

9
8
7
6
5
4
3
2
1

Rating Form

Feeling identified by you the rater	Feeling communicated by the helper	Your rating of the helper

40

Notes

PERSONALIZING

Rating Helper And Helpee Responses

(Programmed material may be used as a homework assignment.)

PURPOSE: The purpose of this exercise is to train you to use the Facilitation Scale to rate helper responses and the schedule of Experiencing Scale to rate helpee responses, and to explain the rationale underlying these scales.

Facilitation Scale

The Facilitative Scale is used to rate the Helper's responses. This 9-point, or stanine scale, is an extension of the 3-level scale introduced earlier: Subtractive (-); Interchangeable ( ); and Additive (+). The scale incorporates both the facilitative and actions dimensions of helping discussed by Carkhuff in his numerous publications as well as the dimension of immediacy of response and intrapersonal integrations which has been the major contribution of Gestalt Therapy to the helping process.

High (5 and above) ratings on the Facilitation Scale are positively correlated with constructive change in clients. Effective helpers will tend to average between 4 and 6 for any given period of responses. The pattern of responses, however, is just as important as the overall average. Where helping is maximumly beneficial, you will tend to have a pattern such as this: 5,5, 6, 5, 7, 5, 5, 5, 7, 6, 6, 6, 8, 5, 6, 6, 6, 7. Several interchangeable responses are followed by a summary feeling statement which goes to a deeper level of experiencing. These summary feeling statements frequently become more confronting as the helper gains more understanding of the person. Confrontations are followed by interchangeable responses in order to maintain the empathetic relationship, to prevent the person from becoming overly threatened or anxious, and to allow the person an opportunity to integrate his learnings.

In the Activity portion of this section you are provided a series of helper responses to rate. Correct ratings (consensus of the authors) are provided on a separate page so you can check each of your ratings for immediate feedback. This is an effective method for training you to make reliable ratings. At this time, read through the Facilitation Scale in order to get the overall picture.

Facilitation Scale

1

Major focus is to deny the helpee's existence or overtly punish the helpee.

The helper does one or more of the following:

Destructive or punitive - communicates open negative regard threatens, puts the client down, communicates that expressing feelings are "wrong".

Argumentative and/or judgemental - may answer questions with a question in a punitive manner (e.g., "I just don't know what I'm going to do"; response, "Have you **really** thought about it?").

Inattention - oriented away from the client, displays a "closed" body position, or does two things at once (e.g., straighten papers while responding, etc.)

Ignores, denies, or distorts gross expression of feeling - (e.g., client is on verge of tears, counselor ignores or refuses to acknowledge the feeling).

2

Major focus is to protect the helper from involvement

The helper does one or more of the following:

Ignores, denies, or distorts obvious helpee feeling.

Manipulates the client through leading questions, irrelevant assignments, etc.

Responds to irrelevant portions of the helpee's communication.

Responds in a vague, uncertain, or confused manner (appears to be just structuring time).

Sounds and/or appears unconcerned, mechanical, or insincere.

While not completely ignoring the helpee, attending behavior is poor (e.g., consistently avoids eye contact, a "closed" body position).

3

Major focus is to "get the facts" and "handle the case.

The helper does one or more of the following:

Asks content-centered questions.

Gives advice prematurely.

Ignores, denies, or distorts the perceptible helpee feelings.

Fails to discriminate between talking *about* feelings and *expressing* feelings (e. g., you feel like or feel that).

Past tense feeling statements (e. g., "you felt. . .").

Does not "personalize" feeling (e. g., "people get angry when. . " rather than "you are angry. . .").

Is not really "with" the client (low intensity, low involvement, attending behavior remains insufficient).

4

Major focus shifts between understanding the helpee and protecting the helper.

The helper does one or more of the following:

Assumes a complementary (symbiotic) role with helpee (e.g., being superficially supportive).

Accurately labels feeling but fails to link the feeling to environmental stimuli (e.g., "You are really depressed.").

Labels feelings in the correct category but intensity is inaccurate.

Accurate feeling and meaning is implied but not expressed (low concreteness and specificity).

Mistakes of levels 1 and 2 are avoided but the response lacks intensity and/or depth of understanding.

5

Major focus is on communicating understanding and acceptance to the helpee, making interchangeable responses.

The helper does all the following:

Responds accurately to **both** feeling and meaning ("You feel _____ because _____.").

Attending behavior is good (e.e., the helpee has the helper's **full** attention, displays "open" body position)

The helper is involved in the helping process (communicates concern and appropriate warmth).

Helper takes initiative to engage the helpee in self-exploration.

Presents himself as a real, genuine fellow human being who is able and willing to help.

6

Major focus is on *working hard* to communicate with the helpee.

The helper does all the following:

Accurately labels feelings which the helpee has "blocked" or mislabeled and/or accurately identifies meaning which the helpee cannot or has not "seen".

Is empathic and slightly confrontive.

Attends to the helpee by moving toward, reaching out, touching when appropriate.

Discloses self when appropriate.

Positively reinforces the helpee's self-exploratory behaviors.

7

Major focus is on helping the person identify and personalize problems and/or goals.

The helper flexibly moves from an interchangeable base to one or more of the following:

Makes a summary statement which catches the feeling and meaning themes of extended interaction.

Clarifies helpee discrepancies with empathic confrontation which helps the client "own" a series of experiences.

Contributes significantly toward defining the helpee's problem and/or goal.

Makes a response which integrates helpee feelings, thinking, and actions.

Makes responses which clarify and improve the helper/helpee relationship.

8

Major focus is on helping the person grow.

The helper flexibly moves from an interchangeable base to one or more of the following:

Focuses on aspects of the helper/helpee relationship which models concrete and specific applications of the helpee's discrepancies and of the helpee's personal and interpersonal competencies.

Makes direct confrontations to: (a) discrepancies in the helpee's information processing, (b) conditioned responses which restrict the person's options at any point in time.

Identifies goals and objectives which help the person move where he wants to be thus appreciably shortening the counseling process.

(a) recurring negative feeling themes are related to illogical or irrational assumptions.

9

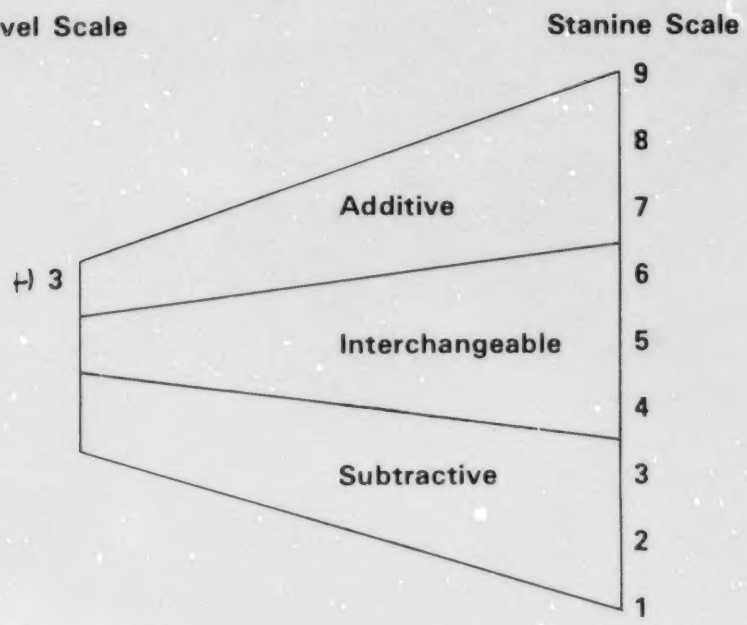
Major focus is on the eternal now.

The helper:

Effectively responds in an empathic and confrontive way in life or death situations.

Conditional regard or differential regard used to extinguish maladaptive behavior or reward growth behaviors communicated with high intensity.

The Relationship Between the 3-Level Facilitation Scale and the 9-Level Scale



Schedule Of Experiencing Scales

The Schedule of Experiencing Scales include three related dimensions of helpee behavior. Each of these three behavior rating scales describe a dimension of helpee behavior in a context especially designed to promote helpee self-exploration.

If the interpersonal situation is in fact facilitative (the helper's responses average 5 or higher on the *Facilitation Scale*] then the helpee's ratings are predictive of his or her behavior in similar situations on the following dimensions:

Self-directive Exploratory Behavior. The degree to which the helpee assumes the initiative in pursuing exploration of self-in-situation. The degree to which the helpee assumes a proactive role in introducing new and relevant material into the discussion. This scale indicates how well the helpee stays "on task" in pursuing self-exploration and how well the helpee overcomes obstacles to self-exploration including confronting the helper if necessary.

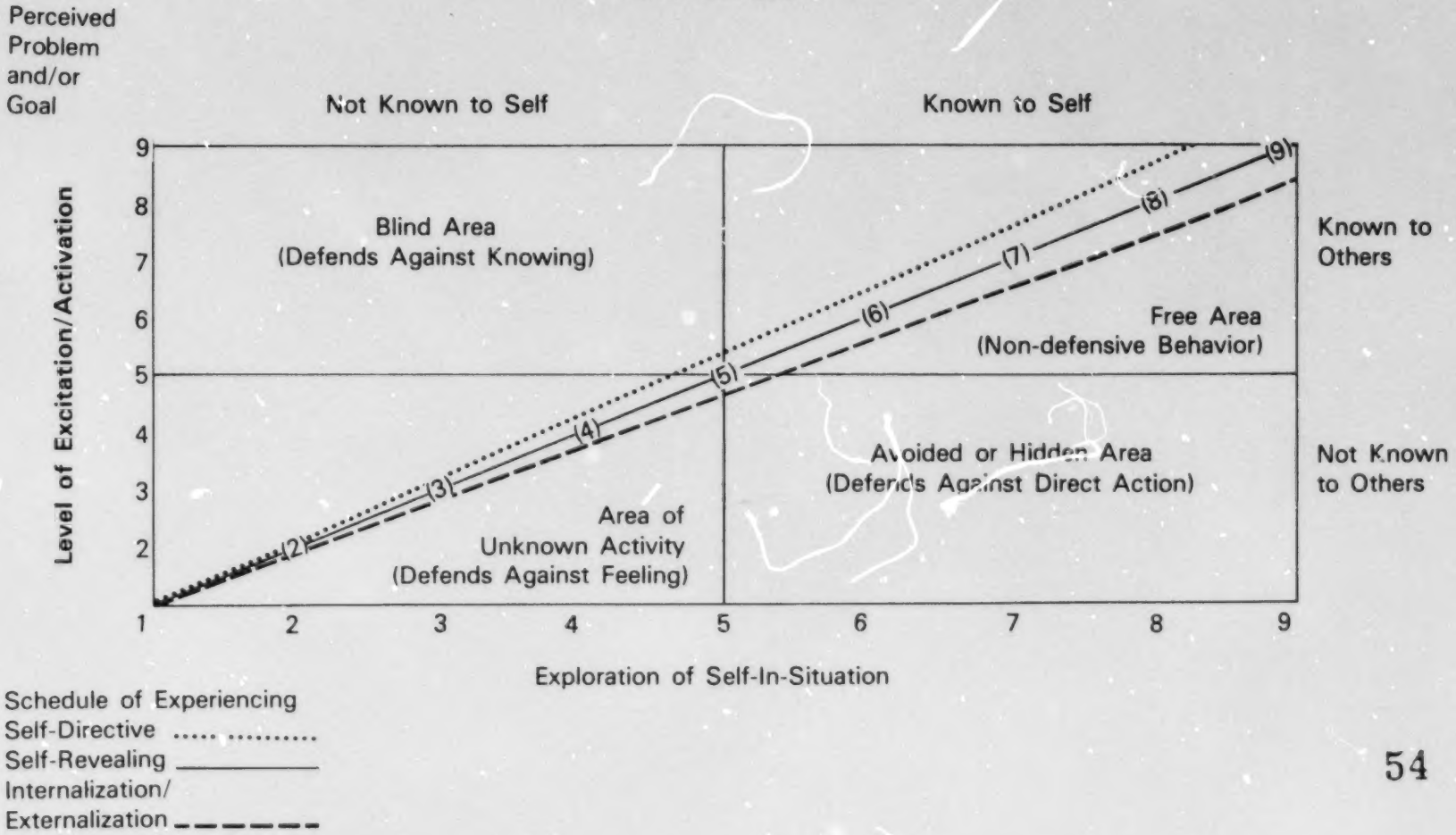
Increasing self-directive behavior is one of the basic goals of all helping. As the helper reinforces progressively higher levels of self-directive behavior, the helpee becomes more spontaneous and more assertive.

Self-revealing Exploratory Behavior. When the helpee engages in self-exploration with a helper, he or she is being self-revealing. It is primarily through revealing ourselves to others that we get more in contact with our own experiencing. The Self-revealing Scale measures the extent to which the helpee reveals his/her feelings, thoughts, and actions. It is a measure of how well what the helpee says and does reflects who he or she really is as a person. As the helper accepts higher levels of self-revealing behavior, the helpee becomes less anxious and more self-accepting.

Internalization/Externalization of Self-exploration. The major focus of the Internalization/Externalization Scale is to what degree the helpee explores himself or herself in relation to the person's situation as opposed to exploring the situation in relation to self. The scale provides a measure of the person's tendency to "own" their experience as opposed to denial, distortion, or projection of the experience. High scores on the Internalization/Externalization Scale indicate emotional maturity and a willingness to assume responsibility for one's self.

Relationship Among The Three Behavior Rating Scales. The chart on the following page shows the relationship among the three client scales and the Johari Window Model of interpersonal awareness. An individual who scores high on all three scales might well represent Roger's "fully functioning person" or Maslow's "self-actualized individual." Also, those individuals scoring high on these three scales would avoid extreme psychotic, neurotic, or psychopathic behaviors.

The Relationship Between The Johari Window Model Of Personal And Interpersonal Awareness And The Schedule Of Experiencing Scales



Self-Directive Exploratory Behavior

Person	Date
Helper	Description of Helping Situation

9. Actively works through problems without evasion or dependency. Maintains constant forward movement in exploration. Makes decisions when appropriate.

8. As "7" below and is able to confront the helper when appropriate.

7. Actively explores his situation and searches for alternative solutions. Assumes responsibility for establishing the direction of exploration, for overcoming obstacles to self-exploration.

6. Assertive to a limited degree in keeping discussion "on task" - exploration of self-in-situation.

5. Asks questions about and occasionally introduces new personal (i.e., affect involved) material into the encounter. Could be described as "working at" exploration. Easily thwarted by low level facilitation.

4. "Talks about" personal affect and meaning when requested to do so.

3. Responds to discussion of personally meaningful (i.e., when affect could be expected to be manifested) material in a mechanical or intellectualized manner.

2. Passive, indifferent, always waits for the helper to assume responsibility for the discussion.

1. Avoids discussion of personally meaningful material.

Self-Revealing Exploratory Behavior

Person	Date
Helper	Description of Helping Situation

9. Is completely open and without facade in the relationship. Reveals a constant stream of deeply felt experiencing with-out any suggestion of monitoring thoughts, feelings, or expressions.

8. Communicates strong positive or negative reactions toward the helper. Goes beyond customary fear threshold in communicating.

7. Actively seeks ways of revealing who he is as a person. Is expressive in communicating feelings, thoughts, and actions.

6. Discusses concrete and specific feelings, behaviors, and relationships with others which reveal inner feeling and thinking.

5. Behavior that is neither specifically self-disclosing nor noticeably defensive or evasive. Makes tentative moves towards self-disclosure, but with minimum risk taking.

4. Reveals self in a guarded and indirect manner through third person statements, impersonal pronouns, generalizations and abstractions, antidotes, etc.

3. Talks about superficial aspects of his experiences, but defends against revealing attitudes, wishes, feelings, values, fear, etc. Tends to say whatever he thinks the helper wants to hear.

2. Assumes mostly a passive role. Responds to helper, leads with "Yes", "No", or "I don't know".

1. Secretive, evasive, or uncommunicative even about superficial aspects of his experiences or goals.

Internalization/ Externalization of Self-Exploration

Person _____ Date _____

Helper _____ Description of Helping Situation _____

9. Deeply acknowledges thoughts, feelings, and behavior as his/her own, revealing the deeply felt attitude of being the agent of his/her own behavior. Assumes both credit and responsibility for what he/she is and what he/she does. Claims goals and ideals as uniquely his/her own.
8. Owns feelings towards the helper which were previously blocked or projected onto the helper.
7. Is usually congruent in acknowledging his/her own impulses, feelings, and behavior. Expresses both "negative" and "positive" aspects of self.
6. Deals with strong positive or strong negative aspects of self which have been previously disowned though he may still not integrate opposites.
5. Struggling to label and integrate his experiencing. Intellectually claims responsibility for self though manner may be lacking in affect, as though speaking of someone else. Verbalizations may be inconsistent with non-verbal cues.
4. Alludes to strong, self-referent feelings, but avoids concrete and specific expressions of feelings. Frequently reveals over-idealized standards and expectations. Verbalizations heavily loaded with "shoulds" and "oughts".
3. Talks of self, but almost completely in terms of his/her behavior being determined by past occurrences and external events. May talk about feelings but avoids direct expression of feeling.
2. Only looks outward for the cause of his/her problems. May use impersonal pronouns to avoid first person present tense expressions. Blocks or distorts feelings.
1. Communicates only about people and situations external to himself or herself or not all.

9 8 7 6 5 4 3 2 1

Rating Exercise

ACTIVITY: Read through both the Facilitation Scale and the Schedule of Experiencing in order to familiarize yourself with the overall picture. Then practice rating on one dimension at a time, beginning with the Facilitation Scale. In the series of Person-Helper responses given below, you will find a space to place your ratings. Consult the appropriate scale for each rating. Check your ratings against the correct ratings provided at the end of this section. Be sure to check each rating and make necessary corrections before making the next response. After rating all helper responses on the Facilitation Scale (Fac_____), rate all person responses on Self-directive behavior (S.D._____), then Self-revealing behavior (S.R._____), and then Internalization/Externalization (I/E_____).

NOTE: In order to conserve space much of the material from the helping session given below was omitted. Interchanges which best illustrate the central area of concern and which show turning points in the person's self-exploration were selected.

S.D. _____
S.R. _____
I/E _____
Fac _____

1. **Person**–(Sitting at table looking very sad and depressed. Barely acknowledges helper's presence as he approaches).

1H. **Helper**: Hello, Janie. You seem to feel pretty low today. I wish there were some way I could help.

S.D. _____
S.R. _____
I/E _____
Fac _____

2. **Person**: Thank you. That's all right. (looks away)

2H. **Helper**: Maybe, but it bothers me to see you looking so sad. If you don't feel comfortable talking to me, I wish you would talk to someone.

S.D. _____
S.R. _____
I/E _____
Fac _____

3. **Person**: I can't talk to anyone about it.I don't know how to start. It's just one of my bad days. I'll be O.K. in a little while.

3H. **Helper**: You feel uncomfortable because you think it might be embarrassing to talk about what's bothering you.

S.D. _____
S.R. _____
I/E _____

4. **Person**: Well, you know, I do have a lot of problems -- so many if fact, there's not much point in going into them.

Fac _____ 4H. **Helper**: You feel weighted down with problems--all of which seem too big to cope with.

S.D._____
S.R._____
I/E _____ 5. **Person**: This guy--I've been going with--I just don't know . . . . I'd like to just get away from here. Jones is going to flunk me in History anyway.

Fac _____ 5H. **Helper**: You feel very discouraged because nothing seems to be working out for you.

S.D._____
S.R._____
I/E _____ 6. **Person**: Yeah, what's a person to do when he can't do anything anyway. I've been in and out of college for six years now. I'd like to just go some place but I don't want to go back home.

Fac _____ 6H. **Helper**: You feel so overwhelmed by all the problems because everything seems so fouled up that you don't know where to start.

S.D._____
S.R._____
I/E _____ 7. **Person**: If I could just feel that John really cared for me. Of course, I don't know whether I really love him or not--but I try--I really try to understand him--but he gets so mad sometimes.

Fac _____ 7H. **Helper**: You feel so very alone because you can't get through to John and everything seems to depend on you having someone to love you.

S.D._____
S.R._____
I/E _____ 8. **Person**: I feel great when I'm with him sometimes. We're very compatible in some ways (slight blush). --- And he's so smart, too. He can really make me feel dumb sometimes (regains composure).

Fac _____ 8H. **Helper**: You really feel turned on because there's something about John which you find especially at ractive. And at the same time there's something in the relationship that is very hurtful.

S.D._____
S.R._____
I/E _____ 9. **Person**: If I get pregnant he won't marry me--in fact, I don't know whether I even want to marry him. He has so many problems him-self that I don't think he could take care of a wife.

Fac _____ 9H. **Helper:** You feel so helpless because your life seems so confusing to you. You like making love with John and yet you feel very alone and afraid sometimes.

S.D. _____
S.R. _____
I/E _____ 10H. **Person:** I'm thinking of dropping out for the rest of the quarter. Guess I'll have to go home. There's nothing to do there, but at least I'll make my parents happy. They like having me home (slumps in chair).

Fac _____ 10H. **Helper:** The thought of failing again is very depressing. The loneliness is so overwhelming that even going home would be a relief.

S.D. _____
S.R. _____
I/E _____ 11. **Person:** But I know I'll be miserable after I'm there a while. My parents are real good to me and Daddy is very understanding. If I stay here, I know I'll go back to John the first time he says he needs me. I could never catch up in school anyway.

Fac _____ 11H. **Helper:** You feel miserable. You don't want to feel miserable and yet it's as though you don't really believe you deserve anything better.

S.D. _____
S.R. _____
I/E _____ **12. Person:** Daddy should've made me learn how to take care of myself instead of babying me. Mother doesn't pay any attention to him and I sometimes think he just wants me around to have someone to talk to.

Fac _____ 12H. **Helper:** Even though you appreciate your Father, you deeply resent him for not helping you to grow up. It's really frightening to let yourself feel very angry at him because it seems like he's all you have right now.

S.D. _____
S.R. _____
I/E _____ 13. **Person:** It's not just Daddy. I've never been able to be angry at anyone. My mother is so bitchy and aggressive. She used to embarrass me all the time. I was always determined not to be like her. John doesn't treat me right, but I can't fight with him. And that's the way it's been with every guy I've ever dated for any length of time. It seems like the worse they treat me the harder I try to please them. (Clenching fist)

Fac _____ 13H. **Helper**: Right now you feel angry! You feel angry because you've been hurt. You're angry at your mother! You're angry at your father! and it feels better to feel angry than it does to feel worthless and miserable.

S.D._____
S.R._____
I/E _____ 14. **Person**: (Speaks softly with a tremor in voice) You're frightening me. What you say sounds right but I just feel so mixed up.

Fac _____ 14H. **Helper**: Feeling angry with people whom you depend on is very frightening for you. It's like you're afraid you won't be able to express these feelings without destroying the relationship, and you desperately want to be closer with someone.

S.D._____
S.R._____
I/E _____ 15. **Person**: Daddy and John say that I pout when something upsets me. I guess I do just sort of go off and feel sorry for myself rather than let people know how I really feel. I'm so miserable I don't want to be like this all the time. (crying)

Fac _____ 15H. **Helper**: I think you've made a lot of progress in defining an area to work on. You recognize that you need to learn to be more assertive so you can stand up for yourself even though the very thought of doing so scares the heck out of you. We can work out a program together which will help you to become more assertive in small steps and in a way that won't be so frightening to you.

S.D._____
S.R._____
I/E _____ 16. **Person**: I still feel so mixed up, but somehow it doesn't hurt quite so much. You know, one thing that puzzles me is that you seem to be interested in all of this--like why should you be interested?

Fac _____ 16H. **Helper**: You're pleased that I seem interested in you and yet it's a little confusing because it's hard for you to accept that you are a person who can be genuinely liked just for yourself. The more I get to know you the better I like you. I think that you keep a lot of yourself hidden away. I'm eager for us to get started working out a training program to help you be more assertive because this will help you to get more of what you want out of life.

Answers To Rating Exercise

RE-SPONSE	FAC	S.D.	S.R.	I/E	RE-SPONSE	FAC	S.D.	S.R.	I/E
1		2	2	1	9		5	6	4
1H	4				9H	6			
2		1	2	1	10		5	5	4
2H	4				10H	7			
3		2	2	2	11		5	6	4
3H	5				11H	8			
4		3	3	2	12		6	5	3
4H	5				12H	7			
5		4	5	2	13		6	7	6
5H	5				13H	7			
6		5	5	2	14		6	7	6
6H	6				14H	7			
7		5	5	4	15		7	7	6
7H	6				15H	8			
8		6	5	3	16		7	7	5
8H	6				16H	8			

Immediacy Of Experiencing

Here are some techniques to use to help clients stay with their here-and-now experiencing.

1. Use present tense feeling words and verbs when responding to the helpee.

2. Use expressions like, "And you still feel . . .", or "And even now you feel . . .", or "Here-and-now you feel . . .".

3. Confront with "When you keep dwelling on these past experiences I get (bored, confused, or whatever feeling you do get) and tend to tune you out. I wonder if it is your way of tuning yourself out."

4. Ignore all past or impersonal references and only attend to here-and-now self-reference material.

5. If the helpee uses pronouns (such as this person, a friend, he, or she), you use the name in your response.

Notes:

Responder	Feeling Word	Responder	Feeling Word
#1 You feel	_____	#7 You feel	_____
#2 You feel	_____	# 8 You feel	_____
#3 You feel	_____	# 9 You feel	_____
#4 You feel	_____	#10 You feel	_____
#5 You feel	_____	#11 You feel	_____
#6 You feel	_____	#12 You feel	_____

Concreteness And Specificness

1. Working withing the helpee's language system as much as possible, the objectives when responding to the helpee are:

   a. To label the feeling in as concrete and specific terms as possible.

   b. To label the stimulus for the feeling in as concrete and specific terms as possible.

   c. Relate the immediate (concrete and specific) experience to the helpee's conceptualization of himself which is abstract and general.

   d. Shape the helpee's behavior toward the use of more operational language - particularly in goal setting.

   Example:
   If the client makes a statement like, "I want to be a good student". Helper: "I imagine you have some specific grades in mind for each subject which would make you a good student."

2. My most often recurring negative feeling is: _____.

   a. Three instances of this feeling that I can remember are:

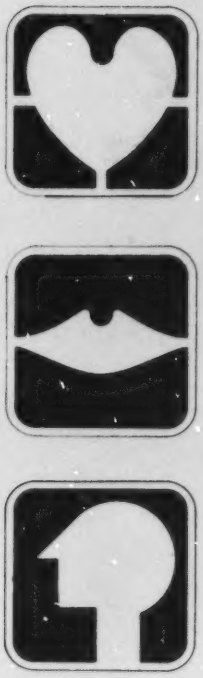
   (1) I feel _____ because _____.

   (2) I feel _____ because _____.

   (3) I feel _____ because _____.

   b. I act and feel as though I must believe that _____
   _____.

Empathetic Responding With Variety



Notes:

RANDOMLY ALTERNATE THE STRUCTURE OF THE BASIC RESPONSE FORMAT

YOU FEEL _____ BECAUSE _____

YOU ARE _____ BECAUSE _____

YOU MUST BE _____ BECAUSE _____

BECAUSE _____ YOU FEEL _____

BECAUSE _____ YOU ARE _____

YOU FEEL _____ SINCE _____

YOU FEEL _____ IN THAT _____

Self-Disclosure

LIFE LINE

Born | Present | Probably will die

What do you still want to get done?

Learning Accelerator

A Check List on the Communication of Genuineness

1. Do you communicate your natural self? Do you avoid projecting a stylized role of "counselor" that is overtly and overly "professional"? Do you avoid using professional jargon?

2. Are you spontaneous (and yet tactful), or is there soemthing rigid and planned about your behavior? Do you move easily with the client?

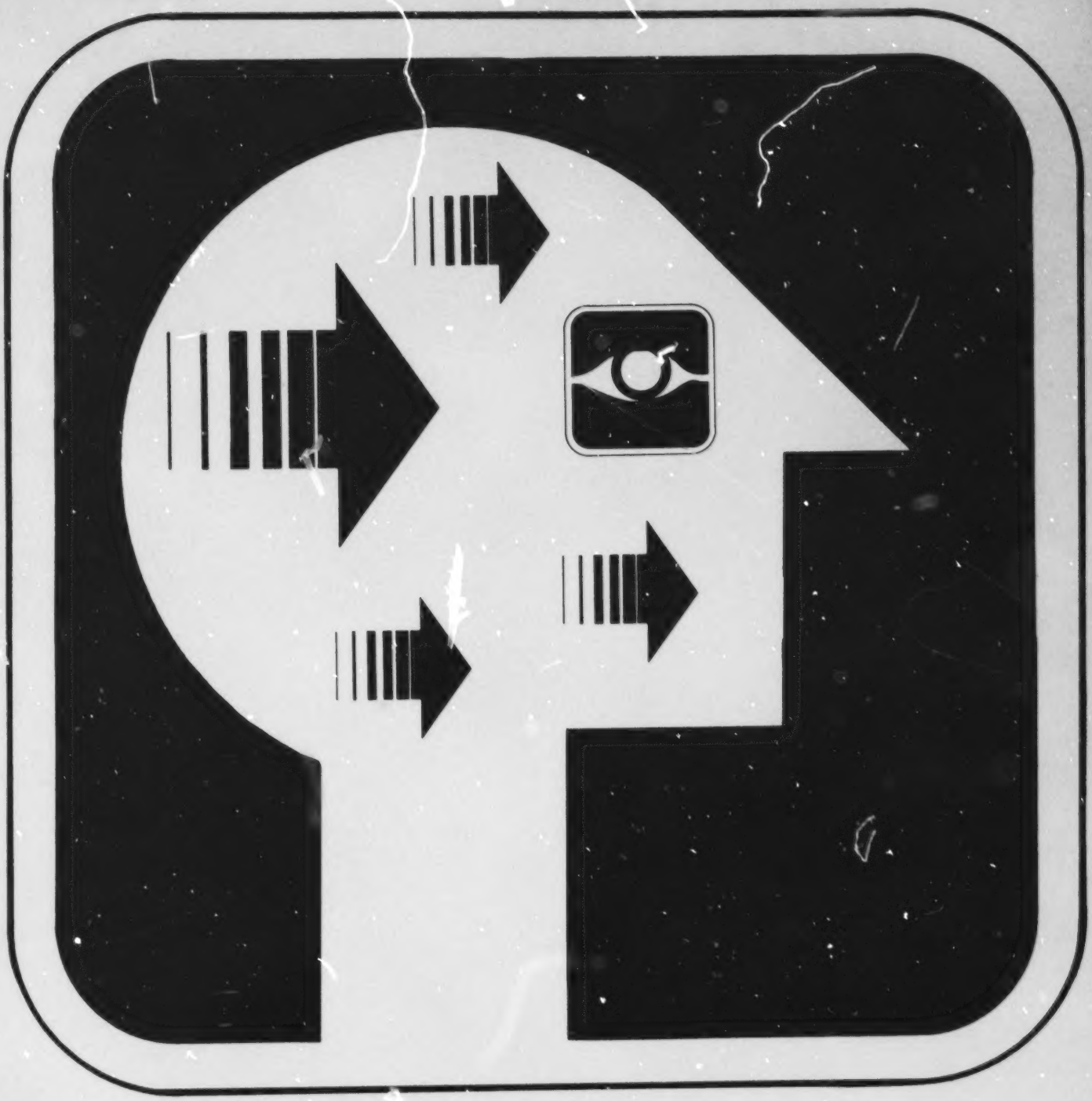
3. Do you avoid defensiveness, even when the client questions, challenges, or attacks you?

4. Do you express what you think and feel, with proper timing and without disturbing or distracting the client, but without putting a number of "filters" between yourself and the client?

5. Are you open? Do you project a willingness to share yourself (even though actual self-disclosure on your part might not yet be called for)?

Adapted from: Egan, Gerald. Exercises in Helping Skills. Wadsworth Publishing Co. Belmont, California, 1975.

Notes



INITIATING

70

69

Immediacy Of Relationship

Note the following points:

1. Immediacy of relationship has to do with how to be both empathic and genuine at the same time.

   a. Recognizing and labeling what a person feels and what he or she wants does not obligate you to provide what the person wants.

   b. The demands that a helpee makes on you either overtly or covertly, usually indicates ways that he/she employs to manipulate people into satisfying desires rather than to develop his/her own capacity to satisfy needs.

3. Engaging a helpee in an intense and intimate relationship can be very anxiety provoking for the client and sometimes for the helper unless the strong feeling which is generated is labeled and integrated into an interpersonal context which is acceptable to both persons.

   a. The typical vocational rehabilitation client is not accustomed to having a stranger, whom he perceives as representing the government, respond to him in such a personal way.

   b. The helper is always sensitive to the helpee's communication which provides an opportunity to clarify the nature of the helper-helpee relationship, and when appropriate, initiates such clarification himself.

4. The development of interpersonal skills does not eliminate conflict - it shortens the time required to resolve the conflict and increases the probability of reaching a mutually acceptable resolution.

   a. A legitimate conflict exists when another person's behavior *materially* and *substantially effects you* in an *undesirable* way, or when *your behavior materially* and *substantially effects another* person in an *undesirable way*..

Immediacy Of Relationship, Continued:

b. Much conflict can be eliminated simply by determining whether the behavior in question materially and substantially effects you.

(1). If a client habitually shows up late for appointments, this behavior materially and substantially effects you in an undesirable way because it wastes your time.

(2). If a client wears his hair longer than suits your taste, this is not a legitimate source of conflict because it does not materially and substantially affect you.

c. The most effective way of reducing legitimate conflict is: (a) to communicate your understanding of how the other person feels and what his position is (accurate empathy) and (b) how what he or she is doing makes you feel and what your position is (genuineness).

(1) Examples: I understand that you resent being here---and think it's a waste, and yet - I get so mad when you're late and waste my time that I almost quit caring -- but I do care what happens to you!

Notes:

Immediacy Of Relationship, Continued: Exercise In Giving Feedback

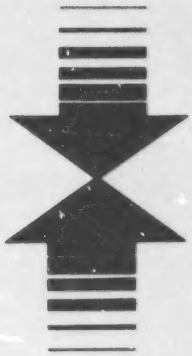
Note to Helper:

If you have difficulty thinking of specific suggestions to give the members of your training group about improving their helping skills, revise the following checklist on the communication of Respect. [1]

1. Does the helper seem to be "for" you in a nonsentimental, caring way?
2. Is the helper obviously *working* at communicating with you?
3. Is the helper dealing with you as a unique individual and not just as a "case" or as a member of a role playing game?
4. Does the helper avoid being judgmental?
5. Does the helper use accurate empathy frequently and effectively?
6. Does the helper communicate understanding of whatever *resources* you reveal and not just understanding of your problems?
7. Is the helper appropriately warm? Does he avoid-- equally--coldness, the intimate type of warmth that characterizes friendship, and the "canned" warmth of the counselor role?
8. Does the helper attend effectively?
9. Does the helper avoid statements or behaviors that might indicate a desire to exploit you?
10. Does the helper find ways of reinforcing you for the constructive things you do (such as engage in painful self-exploration)?

[1] Adapted from: Egan, Gerald. Exercises in Helping Skills. Wadsworth Publishing Co. Belmont, California, 1975.

Confronting The Helpee's Discrepancies



Within the helpee, discrepancies can exist:

a. Between two cognitive elements (thoughts) which are dissonant.

b. Between two affective elements (feelings) which are dissonant.

c. Between two behaviors which are dissonant.

d. Between what the person says (thinks) and what he feels.

e. Between what the person says (thinks) and what he does (behavior).

f. Between what the person feels and what he does.

Confrontation, Continued:

Note the following points:

1. Confrontation is a process where the helper gives feedback to the helpee about how the helpee is processing information in a particular context.

2. Confrontation is for the purpose of increasing personality integration self-responsibility and reducing discrepancies.

3. Confrontation is also the means whereby the helper uses his influence to persuade the helpee to act on his or her understanding.

4. Within the helpee, discrepancies can exist:

   a. Between two cognitive elements (thoughts) which are dissonant.

   b. Between two affective elements (feelings) which are dissonant.

   c. Between two behaviors which are dissonant.

   d. Between what the person says (thinks) and what he feels.

   e. Between what the person says (thinks) and what he does (behavior).

   f. Between what the person feels and what he does.

5. If any two elements in the helpee's thinking, feeling, and acting are related and discrepant the helpee will experience this dissonance as anxiety.

   a. The anxiety will be reduced by:

      (1). Changing one or both elements towards concordance.

      (2). Redefining one or both elements so they don't appear to be related (compartmentalization).

      (3). Denying or distorting information relevant to one or both elements.

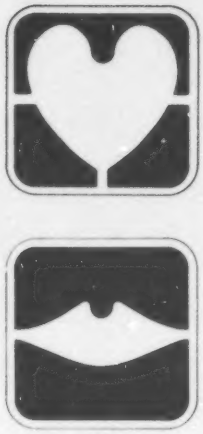
Confrontation, Continued:

6. The helpee is most likely to attend to, accept, and resolve his discrepancies under the following conditions:

   a. In personal relationship where he feels understood, accepted, and valued.

   b. In an on-going process of self-exploration which is guided by an empathic helper in such a way as to make explicit the discrepancies in a very concrete and specific content (i.e. the helpee-helper relationship).

   c. When the confrontation is followed by an empathic response which reflects the feeling and meaning the helpee is experiencing following the confrontation.



Making Thematic Summary Feeling Statements

In the following exercise, seven helper responses are given to the helpee statement presented below. As you work through the exercise each helper response adds another element because the helpee statement is assumed to have occurred later in the helping process. Fill in the blanks with whatever word or phrase make the most helpful response.

Helpee: I've enjoyed my training here, but now that it's time to leave and get a job, I find that I don't want to go. I don't want to leave my friends behind. I've never been very sociable but I've made some good friendships here and I don't want to leave them.

I Exploration - (helping the helpee explore where he is)

Interchangeable Responses:

1. Respond to helpee's feelings about self at same level and intensity as expressed by helpee.
2. Respond to feeling and meaning.

"You feel _____ because _____."

II Understanding - (Helping the helpee to understand where he wants to go)

Additive Responses - (Respond to dominate theme of helpee's expression. Respond to deficit theme in helpee's life)

Personalizing

Step 1 Personalize the Meaning

1. Relate the meaning directly to the helpee's experiences.
2. Make the helpee directly responsible for the meaning.
3. Helpee must internalize the meaning and "own" his experience.

"You feel_____because (you)_____
_____."

Step 2 Personalize the Problem

1. Help the helpee understand what he cannot do that has led to his experience.
2. Formulate problem in the present. When personalizing meaning, helpee was allowed to formulate the problem in the past. When personalizing the problem he is not.

"You feel_____because you cannot _____
_____."

Step 3 Personalize the Feeling

1. Now is the time to check back with helpee's feeling.
2. Ask what are the implications of the personalized meaning and problem.
3. Feeling word sometimes may change.

"You feel _____because you cannot _____
_____."

Step 4 Personalize the Goal

1. Establish where the helpee wants to be in relation to where he is.
2. Determine behavior that is opposite the personalized problem.

"You feel_____because you cannot _____
_____and you want to
_____."

III Action - (Helping the helpee to get from where he is to where he wants to go)

Step 1 Identify and define the helpee's needs. What does he need to achieve his goal.

"You feel _____ because you cannot _____ _____ and you need _____ skills to be able to _____."

Step 2 Develop the first step toward the goal.

"You feel _____ because you cannot _____ _____ and you need _____ to be able to _____ Your first step is _____."

Step 3 Develop intermediary steps to the goal.

Notes

Notes:

IPS-Post-Test

Date _____

Name _____

Position _____

Address at work _____

Stimulus Statement #1

Stimulus Statement #2

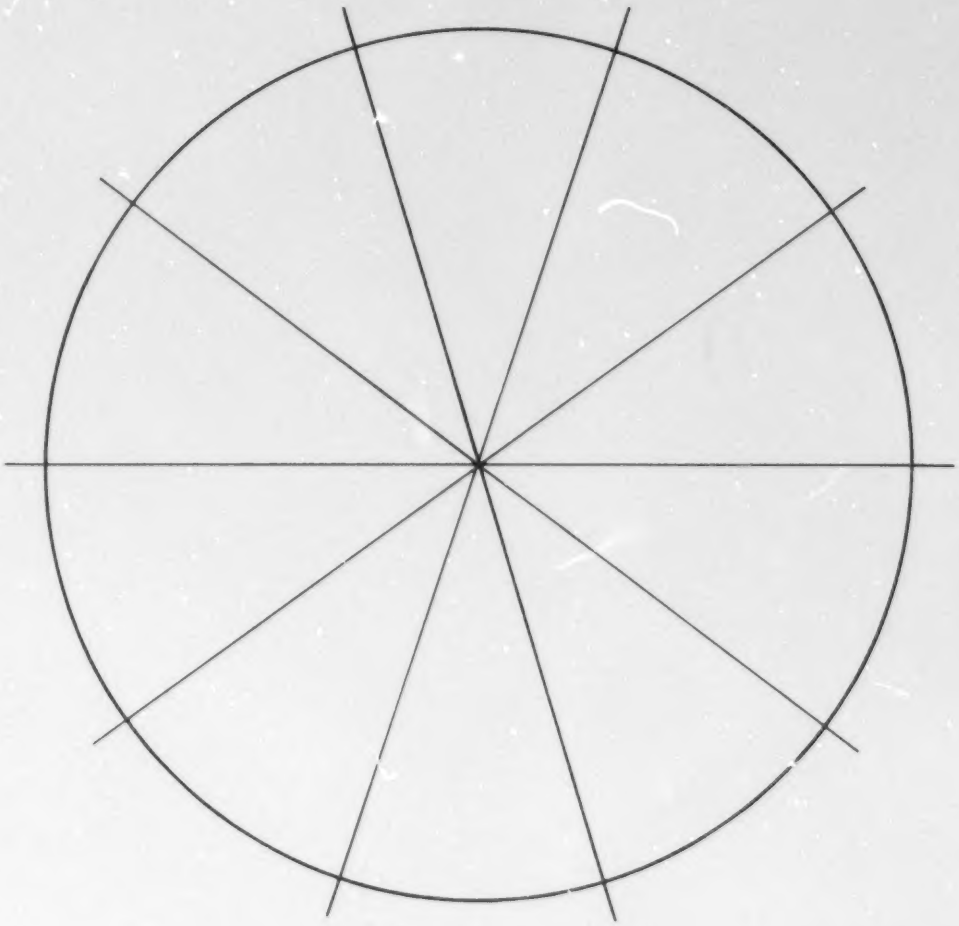
Stimulus Statement #3

Stimulus Statement #4

Stimulus Statement #5

Recording Our Impressions

Write each person's name in the appropriate location on the outside of the circle.



me

Each time a person shares something, write down a positive adjective describing that person.